DEPARTMENT of EDUCATION
Louisiana Believes

IDEA PART B CORRECTIVE ACTION PLAN

2018-2019

LEA: Cohen College Prep   **DATE OF MONITORING:** December 3, 2018

ACTIVITIES & ACTION STEPS FOR COMPLIANCE	DATE ACTIVITY BEGINS	PERSON(S) RESPONSIBLE	DOCUMENTATION TO BE SUBMITTED TO STATEWIDE MONITORING	DOCUMENTATION DUE DATE	DOCUMENTATION STATUS
1.0 . Correct all student specific citations identified in the Results Summary report. NOTE: This activity represents an individual corrective action plan for providing remedies to address all student specific IDEA citations.	April 2019	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copies of SBLC forms documenting SBLC meeting were reconvened to address findings and copies of any other documentation denoting findings were addressed appropriately.	September 13, 2019	
1.1. School-based team (e.g., SBLC Coordinator, 504 Chairperson, SPED Director or Supervisor, School Administrator/Leader/Principal, and school intervention team) will attend a professional development provided by OPSB on the following: • Child Find federal (IDEA) and state requirements (B. 1508 & B. 1706) • Specific components of PB vs White Child Find Written Guidance Overview of Section 504 including the criteria for a child to meet Section 504 requirements for Section 504	July 2018	LDOE will deliver training	Sign-in sheet verifying attendance of SBLC team	LDOE will collect sign-in sheets from OPSB at conclusion of the meeting(s) for verification of attendance.	

eligibility, how eligibility decisions should be made, difference between eligibility decisions made within IDEA and Section 504, and review of the current IAP forms and required documentation. • Response to Intervention requirements with specific emphasis on data-based decision making across the 3 tiers for academic/behavioral referral concerns and in the consideration and implementation of research-based RTI strategies prior to referral for potential eligibility.					
1.2 School-based teams will monitor regular education students (not currently ruled eligible for Section 504, IDEA, or in RTI for academic or behavioral concerns) for the following: • Students failing 2 or more core subject areas • Students with documented medical concerns who may warrant a Section 504 or IDEA evaluation • Students reaching the LEA's predetermined discipline triggers (e.g., specific number major discipline referrals, specific number of discipline removals) as outlined in the PBIS, RTI, and/or discipline plan • Students with attendance concerns (e.g., less than 90% average daily attendance rate)	July 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	School-based teams will: • Monitor students that meet the criteria form each category • Take action steps to address each student listed in regards to Child Find activities or other activities to address the identified academic, behavioral, or medical concerns	September 30 November 29 February 28 April 30	

1.3 Develop a Child Find Log to document child find activities (if not already doing). The log will need to include the following components: • Student Name • Phone Number • Name of individual or agency making referral • Reason for referral • Date of referral • Parental contact dates regarding the referral • Copy of referral form that includes the team decision regarding the referral	July 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copy of Child Find log school developed with the required components.	August 1, 2019	
1.4 School will engage in referral activities: • School will document parent or agency concerns using a referral form (if don't already have one). • School will have teacher's document academic and/or behavioral concerns using forms provided by LDOE. • SBLC Chairperson will document student data such as demographics, assessment data, grades, screening information, behavioral data, etc. prior to SBLC meeting using student data collection form provided by LDOE.	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	5% sample of referral forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 18 December 13 February 17 April 17	
1.5 SBLC forms will be filled out in their entirety including the required components below:	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	5% sample of SBLC forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 18 December 13 February 17 April 17	

- All required participants name, title and signature (required participants are: principal or designee, SBLC chairperson, parent, referring person/agency, classroom teacher(s) of student)
- Referral concern(s)
- Team meeting date
- Data/documents reviewed for student (ex: screeners, assessment scores, behavior checklist, behavior referrals, academic checklist, etc.)
- Decision of team/actions taken by team
- If placed in RTI, Tier student placed in; type of intervention (**must be research based);** time/frequency of intervention; length of time student will be in intervention (6wk, 8wk, et.)

School will use SBLC forms provided by LDOE to document SBLC meetings to include SBLC meeting request form and Tier II/III form to document interventions. If school has a form in place, the form must contain all criteria listed above.

1.6 The LEA will provide training to school staff on RTI procedures to include the following components: a) Description of RTI tier process b) Description of activities in each tier (to include the selection of research-based interventions timeframe for interventions, frequency of	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copy of agenda, sign-in sheet, Power Point, and handouts from training Training must include all of the required components listed in items **a-g**	Documentation of Training: September 30, 2019	

interventions, number of days each week interventions will be provided) c) Progress monitoring in each tier (types of PM tools will use; how to collect, analyze, and document student data to make informed instructional decisions, frequency of PM – 1X week, etc.,) d) Procedures to follow when student fail to make progress in Tiers 2 & 3 e) Procedures to follow when students make progress in Tiers 2 & 3 f) When to initiate a special education referral: LEA must follow the procedures outlined in Chapter 3 of Bulletin 1508. g) The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following action 1. Conduct no further action at this time. 2. Continue current intervention and progress monitoring through the RTI process. 3. Conduct additional interventions through the RTI process. 4. Refer the student to the appropriate committee to conduct a Section 504 evaluation. 5. Refer the student to pupil appraisal personnel for support services.					

1.7	Students placed in RTI intervention tiers will be progress monitored on deficit skills on a weekly/bi-weekly basis for a specified period of intervention time determined by SBLC committee (6wks, 8wks, 10wks, etc.). Teachers will keep record of progress monitoring for each student in a RTI tier in a binder for each intervention group (Tier 2/Tier 3). 504/SBLC chairperson will monitor teacher's binders monthly to ensure students are progress monitored according to the time/frequency and intervention period documented during SBLC meeting. **Must have the same time/frequency and intervention time period documented on the SBLC meeting form.**	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Summary of reviews to include: • # of teacher binders reviewed • # of teachers with missing PM data • Actions taken • Result of actions taken for missing PM data	September 30 November 29 February 28 April 30	
1.8	SBLC team will conduct follow-up meetings after specified intervention period for students in RTI to determine whether or not student making progress in interventions and what are next steps if making progress or not making progress. SBLC team will review all student progress monitoring data collected during intervention period and any other pertinent data. This meeting and outcomes will be documented on SBLC meeting form.	August	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	5% sample of SBLC follow-up forms submitted to LDOE on bi-monthly basis (if 10 or less SBLC forms send all forms)	October 18 December 13 February 17 April 17	
1.9	Develop progress monitoring form or provide name of program school will use to document student progress. This form/program will be used by teachers to document student progress in intervention groups.	May 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copy of progress monitoring form OR progress monitoring program – must be approved by LDOE before use	August 5, 2019	

Progress monitoring form/program MUST include the following components: • Student name • Date of intervention • Skill assessed (must correlate with skill deficient in according to SBLC referral – appropriately matched to the instructional skill being taught) • Student score on the skills assessed (i.e., correct words per minute, reading compression accuracy, percentage of points earned on daily behavior report card, etc.) • Assessments conducted at an appropriate frequency • Results graphed • Establish attainable goal using pre-determined decision rules					
1.10 The LEA provide training to school staff on Section 504 procedures to include the following components: a) the criteria for a child to meet Section 504 requirements for Section 504 eligibility, b) how eligibility decisions should be made, c) difference between eligibility decisions made within IDEA and Section 504, d) and review of the current IAP forms and required documentation.	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Copy of agenda, sign-in sheet, Power Point, and handouts from training Training must include all of the required components listed in items a-d	Documentation of Training: September 30, 2019	

1.11	Develop/Follow eligibility criteria to determine if the identified student qualifies for Section 504 services to include: a) Adherence to federal and state level Section 504 requirements outlined in policy documents b) Selection of at least one standardized assessment (i.e., Checklist, Screeners) in ELA, Math, and Behavior. School personnel should determine the cutoff score required to meet the eligibility criteria based on guidance from the manual and research). c) Selection of other supporting documentation (e.g., progress reports, grade reports, report cards, work samples, classroom observations, curriculum-based measurement data, progress monitoring data, progression/retention record, medical record, behavior or discipline record) d) Incorporation of specific questions in the assessment process relative to Section 504 regarding impairment, substantial limitation of life activities, and Section 504 services required to meet the identified educational needs of the student e) Dyslexia eligibility must follow procedures outlined in LA Bulletin 1903	June 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Submit copy of documentation of eligibility criteria with the name of the standardized assessments that will be used to assess students in ELA, Math, and Behavior AND delineated scores for each assessment to determine eligibility to LDOE for approval.	August 5, 2019	
1.12	Develop/Follow Section 504 procedures and guidelines, consistent	June 2018	504/RTI Chairperson SBLC Chairperson	Copy of Section 504 procedures and guidelines	August 5, 2019	

with federal and state policies, to address the following: a) When and how to initiate a Section 504 referral b) Parent notification and procedural safeguards c) Section 504 meeting guidelines d) Assessment process for Section 504 eligibility (initial referrals and review of data for re-evaluations) e) Documentation of Section 504 eligibility or ineligibility f) Guidelines for writing compliant IAPs g) Guidelines for identification, assessment, and ruling of eligibility for conditions covered under Section 504 h) Guidelines for the discipline of Section 504 students i) Guidelines for referral for an IDEA evaluation, when appropriate j) Delineation of Section 504 forms for use by school personnel (see 1.13)		School Leader SPED Coordinator			
1.13 School personnel will use universal forms to document the Section 504 process. At a minimum, the forms should include: a) Section 504 initial referral form b) Parent notification form with procedural safeguards c) Parent permission form d) Teacher and parent information form(s) e) Teacher data collection form(s) f) Section 504 Evaluation documentation form	June 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	Submit copies of the forms that will be used for each area listed for review by the LDOE.	August 5, 2019	

g) Section 504 decision and receipt of rights for parents h) Section 504 Accommodation receipt i) Behavior and Discipline form(s)					
1.14 SBLC and/or Section 504 Coordinator will monitor grades of all Section 504 students AND students in RTI every grading period (e.g., 6 weeks, 9 weeks) to determine which students are failing 2 or more core subject areas or not responding to research-based interventions at any tier.	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	School personnel will submit a list of Section 504 students and/or RTI students failing 2 or more core subject areas and/or not responding to research-based interventions AND a copy of the SBLC, Section 504, or other relevant documentation of a meeting to discuss these students and actions taken by school personnel to address the identified academic concerns. This documentation shall be submitted to the LDOE every other month.	September 30 November 29 February 28 April 30	
1.15 SBLC and/or Section 504 Coordinator will monitor behavior data for students in the RTI process, Section 504 students with behavior concerns, and students identified through universal behavior screening at Tier 1 to determine which students are displaying a pattern of behavior (as determined by the LEA).	August 2018	504/RTI Chairperson SBLC Chairperson School Leader SPED Coordinator	School personnel will submit a list of RTI students, Section 504 students, and/or students identified by universal behavior screening that were suspended and/or expelled each month to include the number of days suspended/expelled and actions taken by school personnel to address behavioral concerns AND a copy of the SBLC, Section 504 or other relevant documentation of a meeting for the students displaying a pattern of behavior to appropriate address the identified behavioral concerns. This documentation shall be submitted every other month.	September 30 November 29 February 28 April 30	